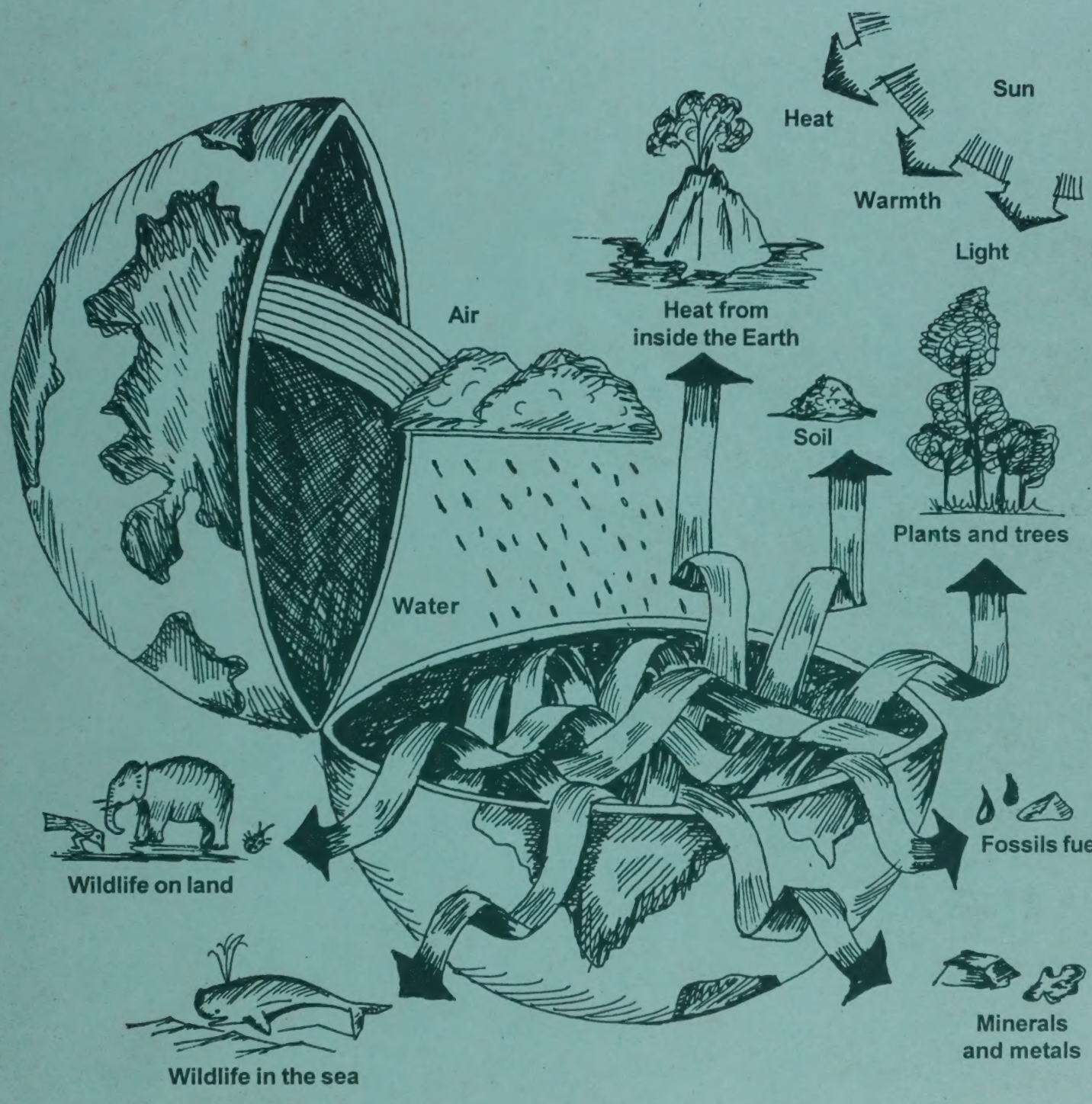
ENVIRONMENT EDUCATION



Bombay Natural History Society

The **GREEN TEACHER'S KIT** is designed as a resource manual for teachers, advisers and others responsible for Environmental Education in Secondary Schools. It aims to enhance the teacher's aptitude and attitude towards the approaches in Environment Education. It especially equips the teachers with authentic knowledge on natural history which is vital for nature education.

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This Kit has been sponsored by the TATA EDUCATION TRUST.

(Courtesy Green Teacher, CEE, Ahmedabad)

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The Bombay Natural History Society was founded in 1883. Today it is the largest non-governmental organisation (NGO) in the Subcontinent engaged in the conservation of nature and natural resources, education and research in natural history, with members in over 30 countries.

[1] INTRODUCTION

In order to undertake Environment Education we need to get our concepts clear on its three vital components namely Environment, Ecology and Environmental Science.

✣ Environment & Ecology

The term environment covers the perspective of an organism. An organism's environment includes everything that surrounds that organism, which can be divided into three components. The first is the nonliving component, which includes such things as soil, air and water. The second is the living component, which includes all other organisms that live in association to it and with each other. The final component consists of all other factors, such as temperature, humidity, and radiation. The term ecology refers to the study of how these three environmental components (living, nonliving and other factors) interact with one another. For example, the ecology of a pond refers to the study of all three components within and around the pond.

✣ Environmental Science

The term environmental science is used to describe how human populations and their technologies affect our planet and the global ecology of our planet. It goes beyond determining what the effects are, by attempting to resolve the problems once they are identified. Since global changes occur slowly, harm being done today might not begin to reveal itself for decades to come. For this reason, it is often difficult to distinguish between real problems and those some people believe might not be problems.

For example, global warming is believed to be occurring as you read this, but we won't know for sure for many years. Can we wait until the symptoms actually show themselves before trying to resolve the problem? Unfortunately, in most cases, it will take as long for the harm to reverse itself as it took for the symptoms to appear. So waiting to be sure might be too late.

Think about it. For decades people have dumped their sewage, municipal solid wastes, manufacturing wastes, and just about every other kind of garbage imaginable into streams, rivers, lakes, and oceans. Why did it take decades before people began to realize we were destroying these ecosystems? Common sense would indicate a problem might be in the making, but we didn't realize it until our marine life suffered. Why do we spray billions of tons of pesticides every year when we know it contaminates our ground water supplies, food that we eat, and also mother's breast milk! Common sense might indicate there is a problem in the making, but we don't see the direct link between pesticides and ecological and personal health, so we hesitate to act.

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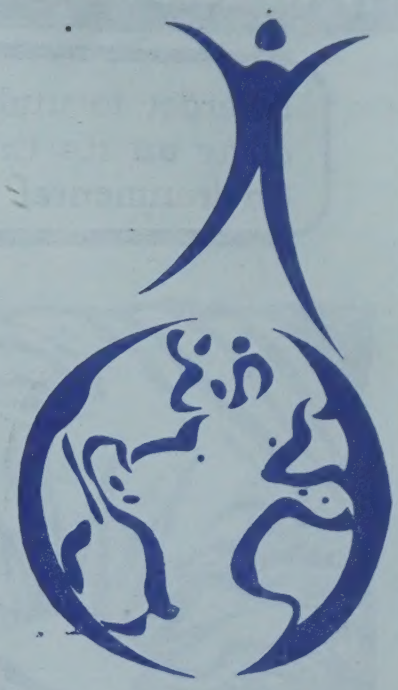
Environmental scientists have a tough role to play. There are four things they must do:

1. Identify a problem
2. Determine the problem's cause
3. Demonstrate the link between the problem and the cause.
4. Resolve the problem.



Unfortunately, even if the first two things are accomplished, it doesn't mean anything will be done to resolve the problem. This is because most people require a demonstrable cause and effect link to be established, but this is sometimes difficult if not impossible to do. Most of our environmental problems are multifaceted, and they require multifaceted solutions. For environmental scientist to accomplish the four tasks mentioned, many scientific disciplines must be integrated. Biology, chemistry, medicine, physics, agriculture, engineering, geography and computer sciences are often involved. Many problems must also take into account economics, sociology, ethics, and philosophy. Almost all of the solutions also involve politics, finance, the law and public relations.

✣ Environment Education (EE)

Whenever the need arises for simplification of the complexities of natural world into a palatable form, Environment Education has then rightly chipped in. Additionally environment education is a tool, which can be effectively used for short term and long-term behavioral change by making people aware and by changing their attitudes towards environment.

Environmental education has been defined as a learning process that increases knowledge and awareness about the environment and develop skills that enable responsible decisions and actions that impact the environment. It encourages inquiry and investigation and enables the learner to develop critical thinking, problem-solving, and effective decision-making skills.

[2] ENVIRONMENT EDUCATION AT A GLANCE

Environment Education broadly aims to:

- Provide opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.
- Encourage children to examine and interpret the environment from a variety of perspectives- physical, geographical, biological, sociological, economic, political, technological, historical, aesthetic, ethical and spiritual.
- Arouse child's awareness and curiosity about the environment and encourages active participation in resolving environmental problems.

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Though Environmental education has been used as tool to create public awareness but it does not advocate a particular viewpoint or course of action. Rather, it teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills. In short, environmental education improves our everyday lives by:

- Protecting Human Health
- Advancing Quality Education
- Creating Jobs in the Environmental Field
- Promoting Environmental Protection along with Economic Development
- Encouraging Stewardship of Natural Resources.

It also inculcates the following values:

- An awareness of the environment and its problems;
- Basic knowledge and understanding of the environment and its inter-relationship with man;
- Social values and attitudes, which are in harmony with environment quality;
- Skills to solve environmental problems;
- Ability to evaluate environmental measures and education programmes;
- A sense of responsibility and urgency towards the environment so as to ensure appropriate actions to solve environmental problems.

Background and History

The concept of EE is very much new to the education system. It all started more than two decades ago when the first Intergovernmental Conference on Environmental Education was held at Tbilisi in 1977. This was the first time when the guiding principles of EE were laid.

According to these principles EE should;

- Consider the environment in its totality- natural, technological, cultural, historical, moral and aesthetic;
- Be a continuous lifelong process, beginning at the pre-school level and continuing through all formal and non formal stages;
- Be interdisciplinary in its approach, drawing on the specific content of each discipline in making a holistic and balanced perspective;
- Examine major environmental issues from local, national, regional and international points of view, so that the children receive insights into environmental conditions in other geographical areas;
- Focus on current and potential environmental situations, while taking into an account the historical perceptive;
- Promote the value and necessity of local, national and international co-operation in the prevention and solution of environmental problems;
- Explicitly consider environmental aspects in plans for development and growth;
- Enable children to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences;

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- ✿ Relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age but with special emphasis on environmental sensitivity to the child's own community in early years;
- ✿ Help children discover the symptoms and real causes of environmental problems;
- ✿ Emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills;
- ✿ Utilize diverse learning environments and a broad array of educational approaches to teaching/learning about and from the environment with due stress on practical activities and first-hand experience.

✣ EE in India

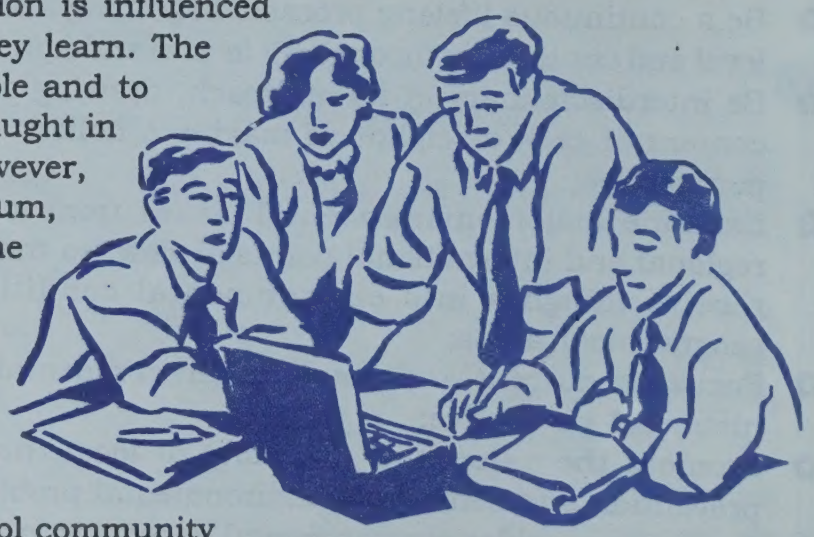
In India, at the central level both the Ministry of Environment and Forests (MOEF) and the Ministry of Human Resources Development (MHRD) have been working towards supporting EE in schools. The MOEF supports two Centres of Excellence in Environment Education- these are Centre for Environment Education (CEE), Ahmedabad and C.P.R. Environmental Education Centre, Chennai. It has also supported training of teachers in EE and school level activities under National Environmental Awareness Campaign. The MHRD, through the National Council of Educational Research and Training (NCERT) is working towards environmental-based curricula and textbooks and in teacher training. The Environmental Orientation to School Education scheme supports initiatives by state governments and Non-Governmental Organizations (NGOs) for environmentally based school education. Some state governments have also initiated efforts within their own state.

There are several active NGOs concerned with EE at the school level, working at local, state and national levels, on a variety of initiatives including development of material, teacher training, running camps, doing school programmes, etc. Academic institutions including Teacher Training Colleges are also looking to see how they can support EE in schools. Some colleges have already introduced special papers in EE in the B.Ed course. A list of such institutions has been given at the end of the booklet.

[3] WHERE, WHAT AND HOW OF EE

✣ WHERE? The context in which learning takes place

Children's experience of environmental education is influenced by the quality of the environment in which they learn. The development of positive attitudes to other people and to their surroundings is related to what is being taught in the curriculum and how it is being taught. However, it also takes place beyond the formal curriculum, through observation and experiences outside the classroom and the school.



The ethos of the school is an important and powerful dimension in developing in young people values, attitudes and behaviour. In fact we cannot expect children to value what is clearly not valued by the school. Thus the school community as a whole should demonstrate care and concern for its own environment and respect differences in views and beliefs in order to encourage these attitudes in children.

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The social and physical environment in which children learn also has an important influence on their experience of environmental education. The quality of the relationships between people in the classroom and school, as well as the quality of the surroundings inside and around the school, are key factors in creating a stimulating learning atmosphere for children and teachers. Finally, the way in which the classroom, the buildings and the ground are managed will contribute significantly towards encouraging caring attitudes and behaviour towards the environment.

✣ WHAT? The curriculum content

As mentioned earlier EE aims to develop young people the skills, knowledge, understanding and values that will enable them to make decisions and take action for the environment. The statutory requirements for the curriculum subjects provide a basis for introducing an environmental component across the curriculum. The environmental content of science and geography and to the lesser extent, technology and history is explicitly identified with the programmes of study of these subjects. However, all the foundation subjects such as language, mathematics and art offer further opportunities to develop knowledge, understanding and skills relevant to environmental education by using environmental contexts and issues. Thus EE is closely linked to the other cross-curricular themes.

HOW? The teaching and learning styles

Environmental education is also an approach to teaching and learning. The development of child's ability to express their own views and listen to those of others, form reasoned opinions, work co-operatively, make decisions and take action for the environment, is related to the teaching and learning styles adopted for environmental work by the teachers.

The following features of teaching and learning may facilitate the development of skills and qualities relevant to environment education.

✷ A variety of approaches to teaching and learning

Ensuring children's access to a variety of experiences and learning contexts is important to enable them gradually to form opinions and make decisions for the environment. Furthermore, the use of a variety of approaches is essential to suit specific need abilities and interests.

The teaching and learning styles adopted depend on the objectives pursued. Working with the class as a whole, for example, can be suitable for conveying information, which is relevant to all children (e.g. introducing topic work or explanation of concepts). However, working in small groups is more likely to encourage a sense of co-operation, respect for the views of others and the ability to challenge views and facts.

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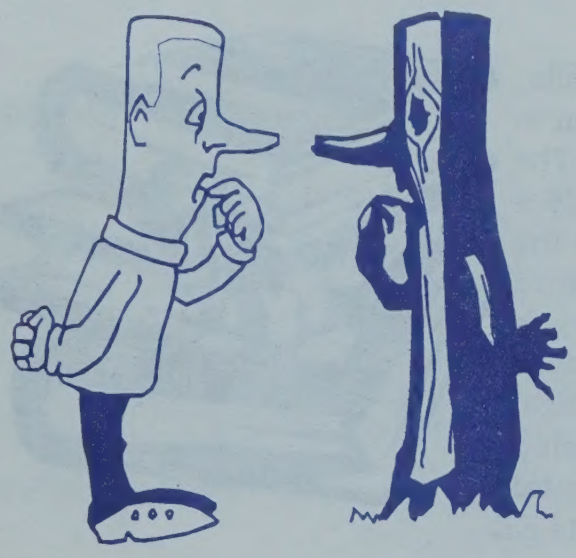
✸ Participatory learning

Participatory learning requires children's involvement in their own learning by setting goals, organizing and planning their work and assessing their achievement. Encouraging children to take responsibility for their own learning is likely to help them to develop thinking and action skills which can be used in an environmental context both in and outside the school.



✸ Co-operative learning

Encouraging children to work together to achieve their goals, build up good interpersonal relationships, and make group decisions, is important to develop their ability to take individual and group responsibility for the environment.

✸ Enquiry-based approach

Provision should be made to encourage children to retrieve, analyze, interpret and evaluate information about the environment through enquiry and investigation. Units of work should provide them with a problem, issue or question, which stimulates their thinking and encourages them to seek their own solutions and answers.

✸ Opportunities for action and problem solving

Children should have opportunities for discussing their views and beliefs about environmental issues. Investigation into controversial issues may help their awareness and encourage them to identify their own views and explore alternative views. Discussion can be stimulated by the use of photographs, simulations, games, drama and current information from the media. Openness to divergent views should be encouraged and may be more easily achieved in small groups.

✸ Positive approach to the environment

Children should have opportunity to enjoy and appreciate the environment. Environmental education is often associated with the search for solutions to problems. This may provoke in young people a response of alarm and disillusionment rather than encourage them to take action for the environment.

✸ First-hand experience

Children should place emphasis on enquiry and investigation themselves, including direct experience. Therefore provision should be made for children to work outside the classroom, in school grounds and in other locations beyond the immediate environment. Direct contact with different environments provides opportunities for children to use the environment as a resource for learning and to develop their awareness and curiosity about it.

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✸ **Link with the local community**

Involvement with the local community enables children to work with people directly involved in real issues, such as planners, architects, environmental health officers, economists, horticulturists, industrialists, surveyors, politicians, agriculturalists, foresters, and other environmentally oriented persons and learn from their skills, experiences, attitudes and knowledge.

✸ **Use of real life issues**

Young people are more likely to develop values and attitudes if they are exposed to relevant issues and real situations. Indeed, the use of real issues is likely to enhance their interest and motivation.

✸ **Use of secondary sources**

Children should have access to a wide range of resources and materials, to inform them about their local environment and stimulate their interest in more distant environments. These may include videos, photographs and books.

[4] ROLE OF A GREEN TEACHER

All teachers undergo training in the art and science of teaching the teacher especially concerned with teaching about the environment functions differently. The aptitude and attitude is what sets her or him apart, though their job is equally challenging. There are several reasons why the task of a green teacher is complicated.

Environment is all encompassing, multi-disciplinary and dynamic. It has scientific, social, economic, political and technological dimensions to it. A teacher has to bring in all these aspects to capture the true spirit of EE.

The very objectives set forth for EE- going from awareness to action - poses a challenge. While conventional classroom methods are tried and tested in achieving the objective of 'imparting information' and to some extent 'building skills', they are not always designed for, or effective in meeting other objectives to any great extent. Which is why teachers have to explore different ways of teaching in order to become successful environmental educators. Most of such methods will be discussed in the coming sections.

[5] EE IN PRACTICE

Environment Education is an action-based subject where every component needs to be explained with the help of an activity. As mentioned earlier EE should be an interwoven subject whose thread runs through all curriculum subjects such as science and social studies, language, mathematics, and arts. In such an infusion approach, environmental dimensions are integrated into the existing curricular system with minimal demands. Such an infusion does not require introduction of so much of new content into the teaching of a subject, but it does require a bit of creativity and planning so that it becomes a participatory process for all subject teachers.

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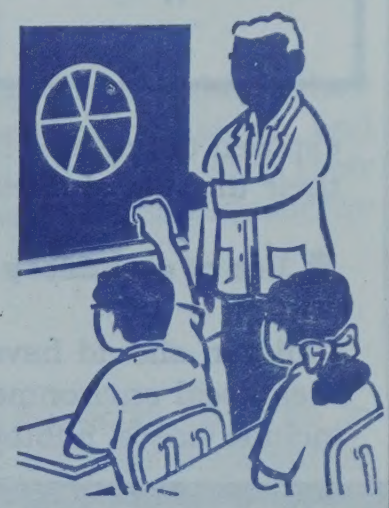
A variety of teaching methodologies may need to be used for effectively bringing in this environmental dimension. These should be such as the guiding principles of EE gets emulated and ultimately leads to positive action to improve the environment.

This section discusses how active approaches can be brought into the teaching of existing curricula. Also how subjects which are not traditionally thought to be 'environmental' could be given an environmental perceptive; and how environmental education centres could be built up within the schools.

[A] EE INDOORS

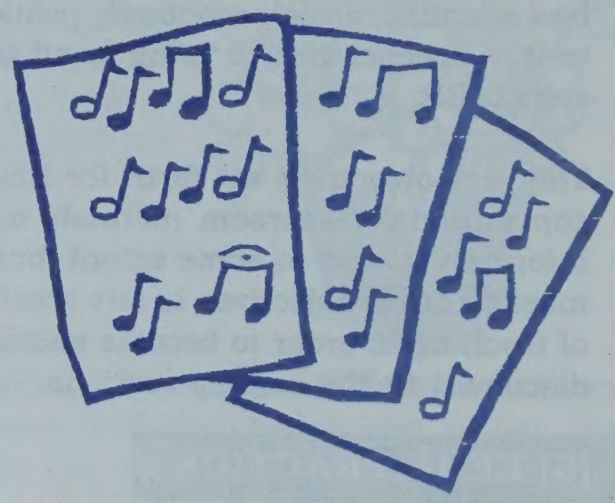


Our education system makes our children mostly to learn within their classrooms. That's where you spend more time with your children. Though EE is an outdoor subject but many of its concepts could be taught within the classroom. This section deals with all possible indoor activities, which could be used to teach EE. The green teacher could take help of all other subject teachers and guide them to infuse EE into their own teachings. In many instances the subject teachers other than science and geography are not well-versed with the environmental topics hence the green teacher can guide her/him in such a way that concepts covered in an EE class would be supplemented by the activities conducted by the other subject teachers.

1. EE through Languages

The language teacher can play a key role in sensitizing and informing children about the environment, in helping them to analyze issues and communicating them and at the same time build language skills and encourage creativity. A variety of activities could be taken up in the language class and some of them are given here.

(i) **Poems & Songs**: Children could be encouraged to write poetries and songs. Also let them know that any one with little creativity and good vocabulary could write a poem. Poetry is an expression of thoughts in a poetic i.e. rhyming manner. When such rhymes are brought together they form a song. The best way to get children writing poems is to adapt nursery rhymes or even movie songs on a particular theme. One of the examples has been given here. Ideally there has to be a topic on which children should be asked to write the poem on. These topics would be very much from the syllabus such as air pollution, importance of water, role of trees and so on. These exercises help in getting children to write poems by making it an achievable task, and by encouraging them to observe, think imagine and articulate.



Little Bat

"Twinkle twinkle little bat
How I wonder what you are at
Up above the world you fly
Like a tea tray in the sky.

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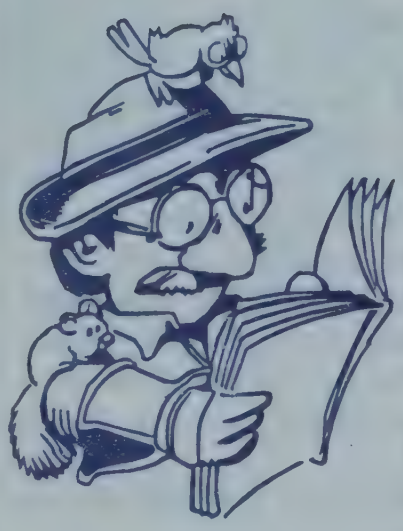
Much of the beautiful poems, folk songs, etc., in any language are related to nature. With help of the green teacher not only can a language teacher choose such poems for teaching in the class, but can also use the poetry for teaching exercise to bring in current environmental issues and concerns. One of the nature's song has been reproduced here.

Sparrows, Magpies and Crows

Friendly Sparrows sitting on a branch,
Chirping away with me in a trance.
I was mesmerized for all to see,
While gazing at the Sparrows in the Elm tree.
Now Sparrows are nosy and came so near,
To where I was sitting, full of good cheer.
I listened carefully at what they had to say,
And was amazed that they could make my day.
Some were cheeky but friendly too,
One was sitting on an old shoe.
I was told to be wary of the Magpies and Crows,
They rob our nests of our young ones you know.
When the Crows and Magpies are about,
I was asked to give a very loud shout.
The Sparrows know that I sit in my chair,
My eyes they say are everywhere.
And if I warn them, about the Magpies and Crows.
They will come and visit me even when it snows.



(ii) Stories and Essays: The usual creative writing exercise, which is assigned, to children can be given an environmental orientation. Children could be asked to write stories and essays on environmental themes and issues. Properly phrased open-ended topics can encourage children to think, analyze, research and write. It would also be good to tie-up such writing exercises with an event. Such an activity can help the children crystallize their thoughts about the event. For example, during the wildlife week celebrations invite essays and wildlife stories by the children. Debates and discussions organized in the language class can play the same role, and additionally give children the confidence to speak a point of view. Best stories and essays could also find their way to get published within school's newsletter or in children's magazine such as Cub (Sanctuary's edition).

(iii) **Plays and Skits**: The language teacher can also encourage the children to write scripts for plays, skits or spots. Dramatization of stories with environmental themes or real-life environment related conflicts or situations could be taken up. This could be ideally done when the school is preparing for its annual day or republic day programmes. The best plays and skits could be enacted for the inter-school competitions and also those organized by educational institutions such as Nehru Science Centre.

(iv) **Posters, Slogans and Badges**: When the school aims to hold any exhibition or intends to start some campaign, that's where these three come into greater use. By setting up a theme and inviting posters from the children with a catchy slogan, you can hold a poster exhibition within your school premises. Even badges could be designed for the children participating in the exhibition or any campaign.

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Schools can also participate in the poster or painting competitions announced by the NGOs such BNHS and WWF. F*or details on poster exhibition refer the booklet on 'Projects to Work On' of this kit.*

(v) Interviews and Surveys: Language skills could be taught by getting children to conduct interviews and surveys. They will learn to ask properly worded questions and listen, interpret, and understand what people are saying. These interviews should be done in real life situations and could be done by individual or in groups. The information gathered could also be used for some other project that the children are involved in or could get published in a school magazine or in a local newspaper. For e.g. during Ganesh festival, children can interview households as well as *sarvajanik pandals* regarding the immersion of idols into the sea and explain the hazards of doing so along with practical solutions.

(vi) Role Play: A role-play creates a structured experience that is based on actual or real-life situations, e.g. the adverse effects of pollution by an industry. The role-play usually deals with issues that have many dimensions, and are open to different interpretations. Thus this exercise is more suitable to older children. There is no set of dialogues or predetermined outcomes. The exercise is designed to bring out the fact that in real-life situations there are many actors, much complexity, and often no simple answers or clear-cut conclusions. One of the role play interactions has been reproduced here.

Animal Court

MAN : To this green forest I have come to look for the panther that has done much harm to my family and me. Two of my goats he killed and fled. I search him now, I want his head, Oh monkeys on the trees so high tell me when you see him come by.

LANGUR ONE : Brother we will thank you so if you can help to kill our foe, he climbs the trees easily, in search of his favourite food-monkey.

LANGUR TWO: My long-tailed clan has always feared the panther more than the lion. For he can catch us where we leap and bound in the branches high above the ground.

TREE: We make the forest rich and alive. Offer food and home to many lives. My tender leaves are the langur's food. Too many monkeys would mean bare branches. The panther helps me stay healthy and green by keeping the monkey population low.

SNAKE: I know that the panther is feared by all but I must admit I do not want his fall. He helps my kind while on the prowl by eating my enemy the peafowl.

PANTHER: Surprised I am that you should argue from so many different points of view. I live my life as I was meant to. So what is wrong with what I do?

MAN: We may talk this without end. Here comes the wise elephant, our friend, let us ask him to help us decide what is right and what is wrong? Man-animal conflict this problem has been resolved. Man should not bring his domestic animals to the forest.

ELEPHANT: Woven together in the web of life we all need each other, so end your strife. Each plant, each animal big and small united we stand, divided we fall. Man-animal conflict, this problem has been resolved. Man should not bring his domestic animals to the forest.

Thus spoke the wise elephant now you decide who is wrong and right.

After they put up the play, children could discuss the concept of web of life, interdependence etc.

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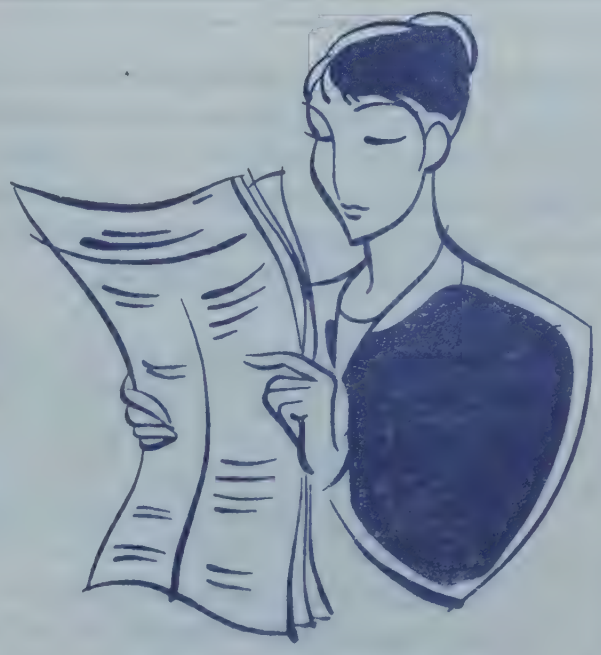
2. EE Through Newspapers



Besides textbooks which are important in order to clarify environmental concepts, newspapers are another easily available resource which could be used for EE. Newspapers have the advantage of being readily and inexpensively available. Newspapers as a resource are also adaptable in that they can be used at different levels and related to different subject areas. Newspapers are current, they deal with real-life issues. They help bridge the gap between the classroom and the real world outside.

Here are some ways in which newspapers can be used to bring current environmental issues into the classroom.

(i) Bulletin Board: A special bulletin board can be set aside in the school or class for environment-related affairs. A small group can be given the task for each week's display. The children will need to follow the daily newspapers to clip out environment-related news and display this attractively, so that the whole school/class is attracted to read it.

(ii) Scrap Books: Individual children or small groups may also maintain environmental scrapbooks throughout the year. They can refer to a variety of newspapers and magazines and clip out information. They could classify the different clippings chronologically or topically and paste the items in different sections of the book. The scrapbook can include photographs, captions, illustrations etc. from magazines and newspapers, and also those added by children themselves.

(iii) News Reading: Once a week, some time may be set-aside in the school assembly for an Environmental News Broadcast. The information for this may be gathered from newspapers, radios TV, etc. and presented by one child to the entire school.

(iv) Contributing to Newspapers: Many leading newspapers have a special page devoted for children such as *Indian Express* and *Mid-Day*. You could ask you children to contribute for such columns in form of drawings, poems and stories. As a teacher you can liaison with the newspaper in getting it published. This will certainly boost the writing skills of the children and more would be encouraged to write thereafter

3. EE Through Art

A variety of art and craft classes could be used to create awareness about the environment among children, while at the same time developing skills. Children of different ages enjoy group undertakings of creative activities. Some points need to be kept in mind when planning arts and craft activities so that the objective of creating environmental awareness may be achieved. Experiences can be further enriched if the crafts teacher could plan activities in discussion with the green teacher, so that there is a good link between the topics being taught to a particular class and the craft activities undertaken by them.

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(i) Craft: The idea of using paper art for EE is not just to make something good, it is often important to weave the object with an environmental concept. In this EE effort , there has to be some concept, attitude or skill related to the environmental, which should be built-in to the activity. For example while doing 'Best from waste' activities such as making animal forms out of empty eggshells, the concept of reusing could be discussed. *For more details refer the booklet on 'Projects to Work On' of this kit.*

(ii) Drawing and Painting: Themes given to children for drawing and painting tends to be limited to depicting festivals, landscapes, still life etc. These too could be made more environment-based. That is to say, real -life situations, often those that children encounter, could be set as themes for representation. A discussion prior to starting the artwork should stress that children's work should be based on what they really see around them: A scene from a large city could depict traffic congestion, pollution, garbage, buildings etc. A typical village scene could include bare hills, dry rivers and ponds, and sparse vegetation. Besides drawing and painting in drawing books encourage children to paint their T-shirts with their favourite bird or animal.

(iii) Making Models: Older children may not like to do 'craft' activities, though they may still enjoy working with their hands and making things. Involving these children in making models, and preparing for an exhibition etc. would generate hands-on experience as well as participation. A variety of skills and concepts can be learnt through making matchbox models, say of the school/ village or town. They could also make models that demonstrate how certain principles work. Besides these they can also make seed or shell cabinets, which could be used as a reference material in the school's educational resources.

(iv) Display and Exhibitions: Children like to show what they create to others. It might be therefore interesting to put a display of environmental arts and crafts created by children for the rest of the school in form of displays or exhibitions.

4. EE Through Projects

Textbooks are full of concepts, many related to fundamental principles of the environment. These are presented in a textual format, supplemented at best by an illustration, a graph or a photograph. Children learn these by reading and memorizing, as they do everything else in their books. Rarely is there an opportunity to 'experience' these concepts by actual working. As a result children may not fully understand the principles, nor are they able to make the linkages between what they read in their books and how this relates to their own life. But it takes just a small demonstration or experiment to transform an isolated, abstract textbook fact into a tangible real-life subject. Children could be encouraged to take activities more specific to their local environment. For example, you could make them part of a Butterfly Garden Project for the school. By working on this project, children will not only learn the plant and insect relationship but will also learn to participate in voluntary jobs. For similar and more projects that could be carried out in your schools. P*lease refer to the booklet on Projects to Work On of this kit.*

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5. EE through Television

The present age of television has evolved beyond its earlier primitive stage. Our children are fortunate to view nature and science-based channels such as National Geography, Discovery Channel and Animal Planet. These channel though are foreign but have managed to capture our attention through their breathtaking episodes on wildlife. If you are better equipped with technology such as internet then you can use this opportunity for your EE class. For that you need to do some homework yourself. You could log on to websites of these channels and take note of weekly programmes which you feel your children should watch. Ask your children to watch the particular episode and have a quiz or a feedback of the programme in your next EE class. Children would be happy to do this because they would get a valid reason to watch T.V.

6. Fun And Games

Trends in recent years have highlighted the need for teaching methods other than the traditional "chalk and talk". The use of games for EE is not a new concept. Games can help in creating awareness, knowledge, values and skills in a much more happier manner.

An educational game is an activity in which players use data and/or skills, usually in a competitive situation. It is useful for presenting repetitive learning in novel ways. It is felt that activity oriented sessions bring about greater participation and creativity not only among children, but adults too.Games can help in creating awareness, knowledge, values and skills.

EE games can be broadly divided into outdoor and indoor activities. There can be several types of educational games. Some types are described here. Infact you are free to add as well as adapt any new game you know.

There are guidelines for conducting games and it is advisable to run through the list of guidelines mentioned here:

- Do not overuse games
- Incorporate the activity into the overall structure of a learning unit.
- The game should be adapted for the needs of a particular level of children with a particular subject/class.
- Do not emphasize winning.
- Encourage group activities.
- Ensure that the child sees the activity as part of an integrated unit; discuss the purpose of the activity and list learning objectives.
- Keep all rules and directions to a minimum.
- Do have a discussion after the game.
- Try not to correct minor mistakes of players.
- Avoid offering a better strategy, which a player does not perceive during the game.
- Let children elaborate or slightly alter the rules of the game.
- Do not review in minute detail the purposes, rules and materials of the game being played.
- Don't keep perfect order. Games should be fun and noisy.
- Try not to restrain the moderate physical movement a game may require.
- Avoid answering participant's questions about the game with 'that's not in the rules'.

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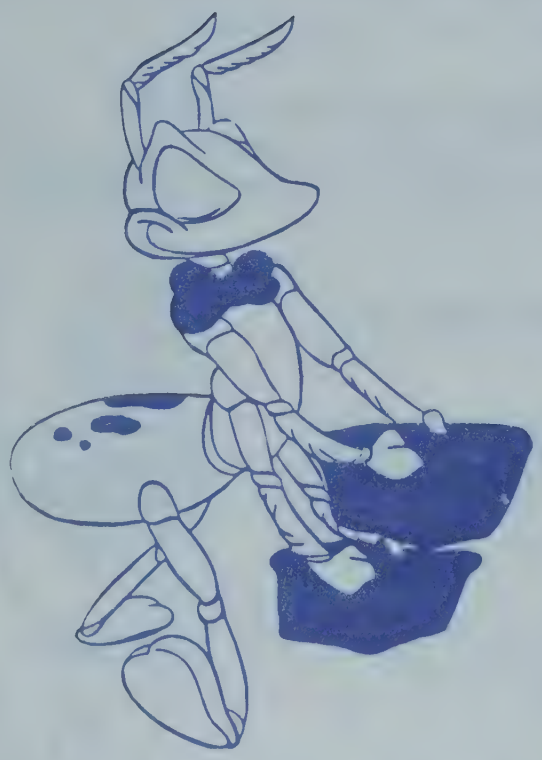
It is very important on the part of the educator conducting games to assess the educational value of particular games. Following questions should be kept in mind before carrying out these activities.

- Do the objectives of the activity conform to the objectives of the section of the course being studied?
- Is the game appropriate for the child?
- Is the game interesting?
- Does the game convey the desired concepts?
- What is the central theme presented in the game?
- What are the choices available to the participants?
- What are the different moves or activities provided for the participants?
- What are the rules?
- How is the activity organized?
- What kind of discussion and debriefing is required?

There are some advantages as well disadvantages of games also, which are given below:

A game has been elaborated here for your convenience.

Segregate Your Garbage Game



Objectives: To enable children to recognize the importance of segregation of garbage and to identify that solid waste can be divided into dry waste, wet waste, infectious waste and toxic waste.

Materials: Writing materials; four empty baskets/ bins.

Procedure: Make a list of solid waste items under the heads 'dry waste', 'wet waste', 'infectious waste', and 'toxic waste'- e.g. paper, vegetable peels, discarded bandages, medicines bottles, etc. Please ensure that you make the list as per the number of students. Write down the names of these items on individual paper chits. Mix them together and spread them out on a table or floor. Label the four baskets/bins as 'dry waste', 'wet waste', 'infectious waste', and 'toxic waste' respectively. Place the bins with the labels facing the children. The baskets/bins should be kept in the four corners of a room. Ensure that the room is sufficiently big so that children can freely run. Divide the group into four and assign each waste bin to each group. Make all children to stand near their bins and on a clap or whistle everyone has to run towards the centrally placed table or floor where the chits are lying and select items for their bin. The group which gets all its items into its bin wins. After this, ask each group to come forward alongwith their bin and read out the contents. The group should explain as to why they selected a particular component (say banana peel) into for basket.

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7. Establishing Nature Clubs

Nature clubs are volunteer groups, which promotes the participation of children in learning about and improving their environment. Ideally schools in their personal capacities could run such clubs with help of experts. They could also take help of organizations such as BNHS who would help school to set up a nature club or strengthen the existing nature club activities. The main purpose of clubs is to develop "green youth and green teachers" who would play vital role in environmental protection.

Nature clubs are usually established by a group of like-minded and interested children. A small and cohesive group of 50-60 always derives fruitful results from their association with the clubs. Committed teachers become the backbone and guiding lights for such children.

Objectives of the nature clubs should be:

- To create and sustain interest and awareness about biodiversity.
- Incubating conservation and environmental protection values among children and teachers.
- To facilitate school implement action-oriented environmental programmes.
- To motivate teachers to implement environment education effectively by providing technical support.

Ideally nature club activities should be planned in such a way that they become part and parcel of the school curriculum. Based on the curriculum if activities are designed then the burden on teachers are eased to some extent. Also school events such as picnics, annual days, open day, teachers' day and children's day etc. could be utilized for the cause. Activities could be both short term (1 month) as well as long term (6 months to 1 year). Some of the activities are mentioned here for the convenience of teachers.

Activities of the Nature Club

- A survey of your own area.
- Conducting interviews and surveys.
- Analyzing the problems in your own area and try tackling them.
- Undertaking environmental projects.
- Making a vermi-compost in your own area.
- Identifying trees in your own area and planting trees that would attract birds, insects in your area.
- Having skit shows, puppet shows, role-plays- environment as theme.
- Working on green projects.
- Making newsletter on environment.
- Arranging competitions on poems, stories, essays, posters, slogans, art from waste.
- Nature Songs.
- Making scrap books and their display.
- Playing eco- games .
- Cultural trail- know your city.
- Film shows, slide shows, inviting a resource person for a talk on any topic pertaining to nature etc.
- Celebrating environmental days.

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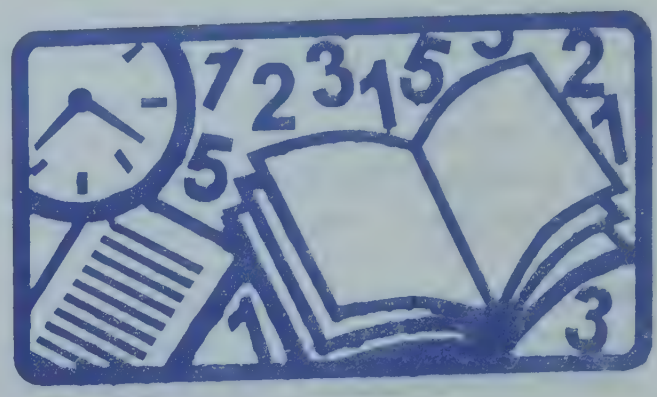
Your may decide to produce a 'Green Award' or 'Green Certificate' to value and give credit to children's achievements in relation to the environment, both within and beyond the curriculum. For example awards can be granted to children's who have actively participated in the school litter campaign, the development of the local area and so on.

8. Establishing Resource Bank



The Resource Bank in a school is visualized as a teaching-learning facility for children and teachers in pursuing EE activities. It could be set up in any suitable and available space in the classroom, where the facility is available, it could be set up in the library, or in a separate room. The resource centre could include a variety of resources such as:

- ✧ Basic books on ecology and environment, magazines, periodicals, collection of newspaper clippings, etc.
- ✧ Teacher and children materials like EE handbooks, activity booklets, workbooks, worksheets, etc.
- ✧ Teaching-learning aids such as charts, models, posters, flip-charts, slides, photographs on environment, game materials, laboratory manuals and kits, herbariums, albums of bark prints, etc.
- ✧ Low-cost equipments like hand-lens, microscope, balance, etc.
- ✧ Materials required by children for preparing models, charts, etc.
- ✧ Soft-boards for exhibiting the work done by children.

A well-equipped resource bank in school can serve many purposes. As a learning facility, it can provide children. A list of educational materials, and resource organizations along with environmental websites has been given at the end of this booklet for the convenience of teachers.

[B] EE OUTDOORS

There are many ways by which classroom teaching can be made more exciting and participatory. However, teaching and learning outside the classroom provides an altogether different experience. "Outside" the classroom does not necessarily mean going far away; nor does it always assume a trek or nature camp, although the value of these experiences is undoubtedly great. The outings need not take up too much time or monetary resources.

A wealth of learning objects and settings are available everywhere; A walk around the school ground or neighborhood; a few hours in a city park; a visit to a local historical monument; a trip to a museum, a zoo, a factory... any of these can provide rich opportunities for first-hand exposure and experiences. The challenge is to transform these into exciting, thought provoking and answer providing opportunities. Properly planned, out of class experiences can help to enrich, vitalize and complement content areas of the school curriculum. They can provide the space for the development of several skills including observation, investigation, measuring, and mapping, collecting data and analyzing it, critical thinking and problem solving. Besides the regular outings which normally schools undertake we give you a brief about three important activities which are very much of a necceisity to understand the intricacies to natural world.

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1. Nature trails

A nature trail is usually a well-trodden path especially through a wild area. It can be done on foot, by boat, on animal back, by bicycle, or any mode of locomotion, which is eco-friendly. Nature trails vary in length from a short as 50 metres to a hundred or more kilometres. The usual nature trails vary in length from 700 metres to about 8 or 10 kms.

Nature trails can be especially created, or existing paths in the wilderness can be used as they are. The created ones could be planned around a theme or central purpose. The existing ones like the walk to the Sanjay Gandhi National Park or for that matter any national park or wildlife sanctuary provide opportunities for adventure, physical fitness, learning situations, interpretation and aesthetic enjoyment.

While on the trail, show and discuss things that will support the theme chosen. Involve the group, ask questions, and in general use a variety of interpretive presentation techniques. Small groups are no problems but larger groups require more time for starting, moving, reassembling and unless expertly handled, will end up giving the guide little time for interpretation. The pace must be set accordingly- not so fast as to be neither tiring nor slow as to be boring. Like a good novel, there must be a story, it must have a setting (theme), and the suspense must rise, with small peaks and valleys of interspersed relief and rest. When the trail is over, have a definite spot for dispersal. Let the group know that the trail is over.

Any nature trail is incomplete without a feedback. Run a short quiz sort of activity to ensure that the children have understood the concepts correctly. Many a times it helps them to remember the facts by just expressing their experience in an informal manner. You can ask them to record their experience in their nature dairy.

In Mumbai such one-day nature trails are conducted by Conservation Education Centre of BNHS as well as by Maharashtra Nature Park and Godrej Mangrove Centre. You can contact these centres and arrange one-day outing into the wilderness for your children.

2. Nature Camps

Nature camps could be called as extended nature trails, as the participants are in constant and prolonged touch with nature. Nature camps should be ideally conducted on secluded and forested areas. The camp duration depends on the campsite as well availability of resources and time with the school. The minimum duration could be 2 days and maximum could be 7 days. Nature camps are more successful if the theme is chosen as per the campsite and also the camp programme should include activities which complement the theme. For example if you are planning for Mahableshwar then a theme such as Western Ghats would be very ideal to deal with during the camp. Since the children are all the time available at the campsite, you can utilize these opportunities to involve children in small projects, which can occupy them throughout the camp. It has been proved that continuous interaction on particular subject ensures in-depth study of the selected topic.

You need to follow the guidelines mentioned here in order to have educative, adventurous yet safe nature camps:

- **Camp Theme**: You can either choose a campsite then decide a theme or you can do vice versa.
- **Knowing the campsite**: You need to be aware of the campsite in terms of logistics arrangement, flora and fauna, jungle pathways, nearby educational centres such as apiculture, sericulture, aquarium that could be also included in your study. You also need to know about the nearest medical facilities available within the vicinity of the campsite.

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* **Camp Budget**: Based on the paying capacity of children as well of the school, a campsite should be ideally chosen and the logistics should be then worked out which includes travel, lodging, boarding, entry charges and other educational material if you intend to use any.
* **Camp Programme**: You need to plan out a tight schedule wherein you incorporate all your aims of the camp.
* **Camp Feedback**: Always end your camp with a proper feedback session which sums up the whole camp into a study capsule.

3. Celebration of Environmental Days

Besides nature trails and nature camps the other field visits which could be conducted to the appropriate places is by celebration of environmental days. One can celebrate these days either indoors or even outdoors. For example in order to celebrate World Wetlands Day, a school can visit a mangrove patch and study its ecosystem. You can incorporate such eco-days into your school planner and celebrate it the way you want it. The Eco-calendar with such days has been given at the end of this section for your convenience. ■

"Throughout the Education,
from the first day to the last,
there should be a sense of
intellectual adventure.
The sense of understanding
what had been puzzling is
exhilarating and delightful:
Every good teacher should be
able to give it".

— Bertrand Russell

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ECO CALENDAR

DATES	EVENTS
12th Jan.	International youth Day.
14th - 30th Jan.	Animal Welfare Fortnight
2nd Feb	World Wetlands Day
28th Feb	National Science Day.
21st March	World Forestry Day.
22nd March	World Day for Water.
23rd March	World Meteorological Day.
7th Apr.	World Health Day
22nd Apr.	Earth Day, Water Resources Day
28th April.	World Heritage Day.
1st June	International Volunteer week
5th June.	World Environment Day
17th June	World Day to combat desertification and drought.
1st Jul.	Vanmahostav Day
6th August	Hiroshima Day.
9th August	International Day of World's Indigenous people.
5th September	Teachers Day.
16th - 18th Sep.	Clean up the World Campaign
1st - 7th Oct.	Wildlife Week
5th Oct.	World Habitat Day
2nd Oct.	International Natural Disaster Prevention Day
4th Oct	World Animal Welfare Day
11th Oct	International Day for natural Disaster Reduction
16th Oct	World Food Day
24th Oct	World Development Information Day
1st November	World Ecology Week
14th Nov	Children's Day
19th Nov. - 18th Dec.	National Environment Month
24th Nov.	World Biodiversity Conservation Day
2nd Dec	Zoo Week/Bhopal Gas Tragedy day
3rd Dec.	World Conservation Day
29th Dec	International Day for Biological Diversity ■

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LIST OF RESOURCE ORGANIZATIONS

1. AVEHI- Audio-Visual Resource Centre, Ravali Camp, Sion Koliwada, Mumbai- 400031.
2. Bharati Vidyapeeth Environmental Education Research Institute (BVEERI) 4th Floor, College of Architecture Building, Bharati Vidyapeeth, Pune-Satara Road, Katraj, Pune- 411 043.
3. Bombay Natural History Society, Conservation Education Centre, Near Filmcity, Goregaon (East),Mumbai - 400 065.
4. Center for Environment Education, Thaltej Tekra, Ahmedabad- 380054.
5. Central for Cultural Resources and Training (CCRT), Bhawalpur Houses, Bhagwandas Road, New Delhi - 110 001.
6. Centre for Science and Science and Environment (CSE), Audio- Visual Unit, F-6, Kailash Colony, New Delhi - 110 048.
7. C.P.R Environmental Education Centre, 1, Eldams Road, Chennai- 600018.
8. Maharashtra Nature Park, Opp. Dharavi Bus Depot, PMGP Colony, Dharavi, Mumbai- 400017.
9. National Council of Educational Research & Technology (NCERT), Sri Aurobindo Marg, New Delhi - 110 016.
10. Tata Energy Research Institute (TERI), Darbari Seth Block Habitat Place, India Habitat Centre New Delhi- 110 003.
11. Uttarakhand Seva Nidhi, Champa Naula, Manorath Sadan, Almora, Uttar Pradesh - 263 601.
12. World Wide Fund for Nature- India (WWF-I), 171-B, Lodi Estate, New Delhi- 110003.

LIST OF ENVIRONMENTAL WEBSITES

1. www.5tigers.org
2. www.animal.discovery.com
3. www.bagheera.com
4. www.barkingbuddies.com
5. www.bbc.co.uk/reallywild
6. www.biodiversity.environment.gov.au/threatened
7. www.bnhs.org
8. www.britanica.com
9. www.bugbios.com
10. www.care2.com
11. www.ceeindia.org
12. www.conservation.org
13. www.corporatewatch.org
14. www.cozucare.org
15. www.defenders.com
16. www.earthlink.co.au
17. www. earthsystems.org
18. www.ecorcycle.vic.gov.au
19. www.enature.com
20. www.endangered.fws.org
21. www.endangeredspecie.com
22. www.enn.com
23. www.envfor.nic.in
24. www.envirolink.org
25. www.environment.about.com
26. www.essential.org/mrc
27. www.geocities.com/rainforest/298
28. www.greenindus.com
29. www.greenpeace.org
30. www.igc.apc.org/ran
31. www.irn.org
32. www.iucn.org
33. www.kidspanet.org
34. www.mpforestchief.com
35. www.nationalgeographic.co.in
36. www.navneet.com
37. www.nwf.org/kids
38. www.PETAIndia.com
39. www.sanctuaryasia.com
40. www.seaworld.com
41. www.stopextinction.org
42. www.theecologist.com
43. www.traffic.org
44. www.wcmc.org.uk
45. www.panda.org
46. www.unep.ch
47. www.vic.waterwatch.org
48. www.wcmc.org.uk
49. www.wii.gov.in/envhome/Eindex
50. www.wild.allindia.com
51. www.wildlife-vidarbha.org
52. www.worldwatch.org
53. www.worldwildlife.org
54. www.wri.org/oceans/index.html

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LIST OF ENVIRONMENTAL EDUCATIONAL MATERIALS

[1] Bombay Natural History Society

Name of the Product	Amount (Rs.)
BOOKS	
1. The Book of Indian Birds by Sàlim Ali	425.00
2. The Book of Indian Animals by S. H. Prater	275.00
3. The Book on Indian Reptiles and Amphibians by J. C. Daniel	595.00
4. Some Beautiful Indian Trees by E. Blatter & W. S. Millard	295.00
5. Some Beautiful Indian Climbers and Shrubs by N. L. Bor & M. B. Raizada	225.00
6. Conservation in Developing Countries - Problems & Prospects edited by J. C. Daniel & J.S. Serrao	400.00
7. A Pictorial Guide to the Birds of the Indian Subcontinent by Sàlim Ali & S. Dillon Ripley	370.00
8. A Century of Natural History edited by J. C. Daniel	195.00
9. Illustrated Flora of Keoladeo National Park, Bharatpur by V. P. Prasad, Daniel Mason, Joy E. Marburger and C. R. Ajithkumar.	695.00
10. The Book of Indian Trees by K. C. Sahni.	275.00
11. A Guide to the Cranes of India by Prakash Gole	75.00
12. The Books of Indian Shells by Deepak Apte.	295.00
13. Common Indian Wildflowers by Isaac Kehimkar	375.00

OTHER PRODUCTS	
1. Biodiversity poster set - A set of 5 posters based on butterflies, moths, caterpillars, snakes and flowers. English.	75.00
2. Birdwatching Booklet: A colourful 20 pp booklet, a perfect guide for an amateur birdwatcher.. English.	42.00
3. Ek Kahani Titli Ki: Audio-visual set based on butterflies supported by a jingle in Hindi.	2020.00
4. Understanding Leaves- Part I & II : Everything one needs to know about leaves available in two parts. English	2050.00 each
5. Butterfly Stickers : A sheet of 18 colourful butterfly stickers. Printed in different sizes so as to fit any corner of an object. English	10.00
6. Notebook Labels : A sheet of 16 colourful labels on wildlife with brief information.	10.00
7. Bird Migration Game : An attempt to probe into the msyteries of bird migration through a 'throw the dice' game. English/Marathi	22.00
7. Animal Jigsaw puzzle : A set of 20 animal picture cards cut into 2 piece, ideal for age group 4-7 yrs. English.	45.00
8. Bird Jigsaw puzzle: A set of 20 bird picture cards cut into 2 piece ideal for age group 4-7 yrs. English	45.00
9. Nisarg Kode- A booklet full of different types of puzzles based on wildlife. Marathi	10.00

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[2] Centre For Environment Education

Name of the Product	Amount (Rs.)
BOOKS	
1. Joy of Learning I: A handbook of 75 activities to help children understand different facets of the environment. Useful for teachers of standards 3 to 5. Language: English, Hindi, Tamil, Punjabi	50.00
2. Joy of Learning II: A hand book of 52 environmental education (EE) activities which teachers of standards 6 to 8 can carry out with their children. Useful for standard VI to VIII Language: English, Hindi.	50.00
3. Exploring a Tree: This book helps teachers explain the importance of trees to a variety of living things on and around it. Language: English, Gujarati.	25.00
4. Water Quality Monitoring in Schools- package: This manual can be used as a guide to river water quality Monitoring in a laboratory. The kit consists of equipment with which high school children can perform simple experiments with river water samples. Language: English.	50.00
5. Nature Scope India - Amazing Mammals: This manual gives comprehensive information on mammals of India and suggests ways of effectively teaching these. Language: English	130.00
6. Nature Scope-Birds, Birds, Birds: Gives information on birds and suggests various activities to effectively teaching these concepts. Language: English	130.00
7. Water Package: Consists of information cards on various aspects of water; an activity booklet; a classroom poster and attractive labels for children. Language: English	50.00
8. Conserving Our Water Resources: A manual of background information and activities to explain concepts underlying the theme. Language: English	28.00
9. Approaches to Environmental Education: This book consists of some environmental education activities for schools, some working papers. Language: Hindi,Khasi,Mizo.	30.00
10. Design a Playground: A book on how to design a playground for schools. Language: English	5.00
11. Ozone Eleven: This booklet attempts to look at some of the key questions on Ozone and gives answers for those who want an introduction to the subject. Language: English, Hindi	8.00
12. The Green Teacher: This book provides ideas, experiences and learnings in educating for the environment. Language: English	100.00
13. The Green Club: A manual for setting up and running clubs for the environment. Language: English, Hindi	100.00
14. The Green Action Guide: A manual for planning and managing environment improvement project. Language: English, Hindi	100.00
15. A Guide to Green Materials: It gives the experiences and methods in developing effective environmental improvement project. Language: English	100.00
16. Towards a Green Future: A trainer's manual on educating for sustainable development. Language: English	100.00
17. Green Reader: This gives an introduction to environmental concerns and issues. Language: English, Marathi	100.00
18. Wild at the Zoo: An information and activity manual on educational opportunities at a Zoo. Language: English	100.00
19. Garbage to Gardens: An activity booklet on solid waste management for schools. Language: English	100.00

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	Name of the Product	Amount (Rs.)
20.	Green Games Manual: Consists of popular environmental games to suit the Indian context. Language: English	100.00
21.	Energy Matters: This book will help teachers in integrating energy education into the classroom. Language: English	100.00
22.	Enviroscope - Biodiversity: This manual provides everything a teacher needs to be able to communicate the essentials of biodiversity in an exciting way. The classroom kit contains charts and other supporting material on the theme of Biodiversity. Language: English	100.00
23.	ABC Naturally: Using verses, the book stresses the importance of various natural resources in a simple way. Language: English	40.00
24.	Forest Tales: Stories old and new, this book highlights environmental ethics, about forests and forest dwellers. Language: English	40.00
25.	Puzzling out Pollution: A facts, fantasy and activity book on pollution. Language: English	40.00
26.	Pakshi Nirikshan Pustika: A guide to children in the systematic observation of birds. Language: Hindi, Assamese, Khasi, Mizo, Marathi,	80.00
27.	Standhari Parichay Pustika: This book introduces children to a systematic understanding of mammals. Language: Hindi	40.00
28.	Nature file - Ant: This booklet gives information and facts about ants, and activity ideas to learn more about them. Language: English, Gujarati	10.00
29.	Pakshi Nirikshan Pustika: A guide to children in the systematic observation of birds. Language: Hindi, Assamese, Khasi, Mizo, Marathi	80.00
30.	Oceans Omnibus: This book provides general information, facts, maps, etc. on the different dimensions of the subject with special reference to the seas around India. Language: English	100.00
31.	Walking the Wild Path: This book shares the experience of leading wildlifers of India on how they got into the field, with new generation. Language: English	75.00
32.	Nature file-Grasses: This booklet contains basic information as well as little known facts about grasses. Language: English	10.00
33.	Nature File-Ozone: This booklet discusses the issue of ozone depletion, the causes, the effects and the solutions. Language: English	10.00
OTHER PRODUCTS		
1.	Floods and Drought Package: Consists of a manual which gives basic information and activities to explain concepts related to the theme; a set of 11 posters, sheets of 16 colourful labels. Language: English	300.00
2.	Act Now Package: This set of colorful posters aimed at an urban audience, discusses what a city gives us, the environmental impacts of excessive use of electricity, water, etc, and what each individual can do to improve the environment. Language: English,Text less	250.00
3.	Earth Poster: An attractive poster depicting the view of planet Earth as seen by the Apollo 17 crew on their journey to moon.	12.00
4.	Tiger (B & W): A detailed illustration of Tiger with the backdrop of bamboo.	25.00
5.	Set of Wildlife posters: The 10 colour posters focuses on a particular animal depicted in its natural environment. The posters depict: Nilgai, Small Blue Kingfisher, Sambar, Crimson breasted Barbet, Woodpecker, Kestrel, Leopard, , Asiatic Lion, Tiger.	25.00

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Name of the Product	Amount (Rs.)
6. Insect Chart: An interesting chart, which illustrates the basic characteristics of insects, their lifecycle, etc. Language: English, Hindi	8.00
7. Snake Folder: This black & white folder opens out to form a small poster showing the four venomous snakes of India. Language: English, Hindi, Gujarati	3.00
8. Bird Chart: This colourful chart gives details of 35 commonly seen birds in India. Language: English-Hindi	25.00
9. Ozone Chart: This chart explains ozone depletion, causes, effects, and management. It also provides information of scientists who have contributed to understanding the issues of ozone level. Language: English,Hindi	15.00
10. Ocean Omnibus Charts: Each of these handy charts discusses one theme - Our coastal Heritage; Threats to Our Oceans; Fauna of Our Oceans; and Shells. Language: English.	22.00
11. Web of Life Cards: These cards are useful for games that explain linkages between environment and development. Language: English	40.00
12. Tadpole Troubles: An environmental education board game that gives an insight into a frog's life cycle. Language: English	10.00
13. Ropes and Ladders: A board game that gives practical tips on how every one of us can become more environmentally friendly by our actions in our daily lives. Language: English	10.00
14. Water Conservation Game: Translated /Adapted version of English board game Language:English	10.00
15. Copyright-free publications - Mammals of India: The black and white illustrations of 125 Indian mammals have been rendered using the stippling technique and easily reproducible in most media. Language: English	125.00
16. India's Environment Action Programmes - Issues, Approaches and Initiatives: These 32 full colour transparencies discusses sustainable development in the Indian context, constraints to sustainability and India's Environment Action Programme. Language: English	50.00
17. No Concern - Why Bother?: The package focuses on the dominant societal attitudes towards the problem of garbage. Language: English, Gujarati	1750.00
18. Drakhi: Discusses issue of drought and its consequences, the repercussions of planting exotic plant species, and suggests what children can do in such a situation. Language: Hindi, English subtitles	385.00
19. Race to Save the Planet: A ten part television series, each film in the series gives a global perspective of a major environmental problem and touches upon locale-specific solutions. Language: English	2500.00
20. Video Spots and Video Films on Garbage: It attempts to generate awareness in youth on the problem of garbage and help motivate action. Language: English, Hindi,Gujarati	250.00
21. a) School Labels - Birds (Sheet of 36) b) School Labels - Nature & Wild Life (Sheet of 36) for children. Language: English	15 per sheet
22. Water Conservation Game: A board game, which sensitizes children to appropriate water use habits. Language: English	10.00

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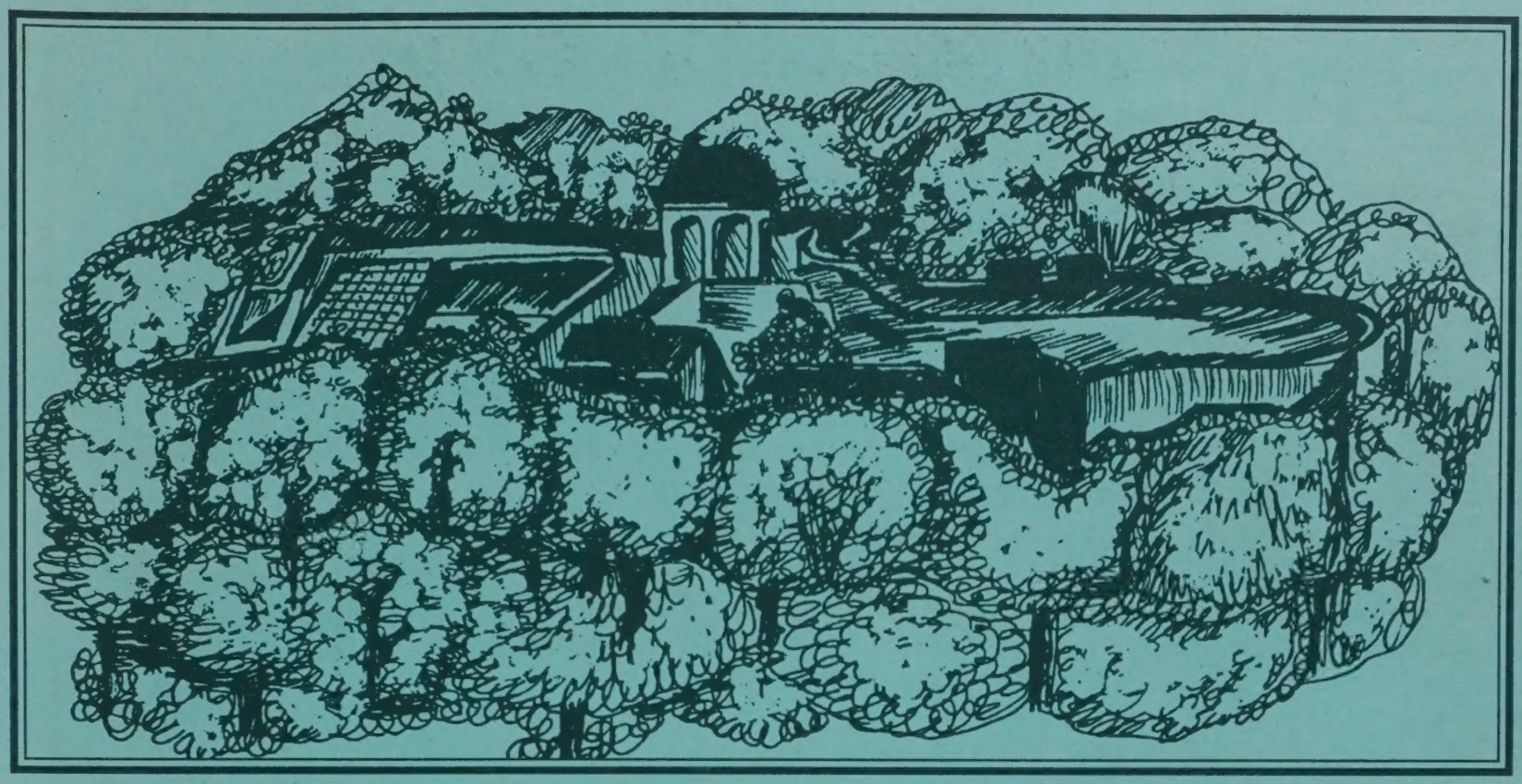


CONSERVATION EDUCATION CENTRE

Nature education has always been, a primary concern of the Society. The Conservation Education Centre (CEC) has been established in Mumbai at Goregaon end to develop a broad-based support of people for conservation of biodiversity. The Centre conducts innovative and interactive educational programmes for different target groups such as children, teachers, teacher trainers, NGOS, corporate groups, government officials. The Centre has been designing and disseminating educational resources to spread awareness about biodiversity conservation. The versatile and enthusiastic team of educators make the joy of learning even more enriching. You are welcome to bring your students for a day's outing at our Centre. Let your students experience nature at close quarters !

For Details Please Contact:

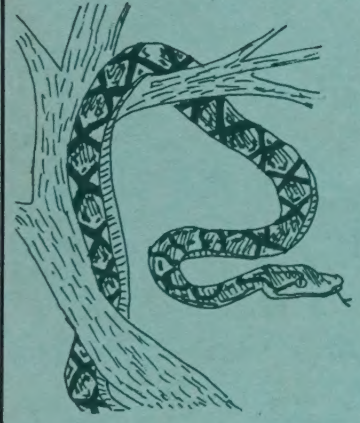
Bombay Natural History Society, Conservation Education Centre,
Near Film City, Gen. Arunkumar Vaidya Marg,
Goregaon (East), Mumbai - 400 065.
Tel.: 022 - 2842 1174 / 2840 2946
e-mail: cecbnhs@vsnl.com

JOIN BNHS TO SAVE NATURE

BNHS Mission

Conservation of Nature, primarily biological diversity,
through action based on
research, education and public awareness.

Are you concerned about the endangered wildlife? Do you feel sad that we lost Cheetah? Does the tree cutting bothers you? Are you willing to do your bit to save your environment? Are you ready to adopt ecofriendly ways in your daily life? If the answers for these questions is YES, then we need you as our member. Today like-minded and concerned people are making a difference to save nature. Even you can make a difference!



Bombay Natural History Society

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